

ROSENWALD/ST DAVID'S ELEMENTARY

508 Church St.
Society Hill, South Carolina 29593

GRADES K-6 Elementary School

ENROLLMENT 235 Students

PRINCIPAL Sam W. Whack, Jr. 843-398-2700

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	46	47	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

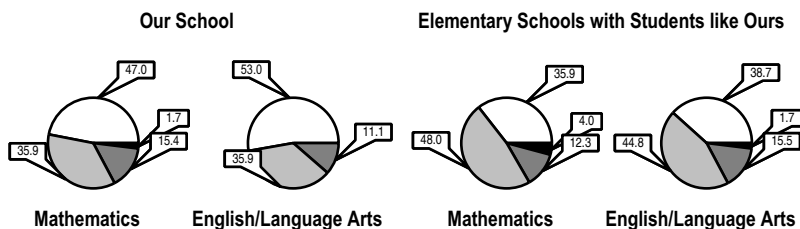
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	10	21	18
Percent satisfied with learning environment	88.9%	80.0%	55.6%
Percent satisfied with social and physical environment	70.0%	65.0%	76.5%
Percent satisfied with home-school relations	40.0%	81.0%	77.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	125	100.0	53.0	35.9	11.1	N/A	11.1	17.6
Gender								
Male	56	100.0	59.6	30.8	9.6	N/A	9.6	17.6
Female	69	100.0	47.7	40.0	12.3	N/A	12.3	17.6
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	116	100.0	53.2	35.8	11.0	N/A	11.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	114	100.0	49.0	38.5	12.5	N/A	12.5	17.6
Disabled	11	100.0	84.6	15.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	125	100.0	53.0	35.9	11.1	N/A	11.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	125	100.0	53.0	35.9	11.1	N/A	11.1	17.6
Socio-Economic Status								
Subsidized meals	115	100.0	55.0	35.1	9.9	N/A	9.9	17.6
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	125	100.0	47.0	35.9	15.4	1.7	17.1	15.5
Gender								
Male	56	100.0	51.9	34.6	11.5	1.9	13.5	15.5
Female	69	100.0	43.1	36.9	18.5	1.5	20.0	15.5
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	116	100.0	49.5	34.9	13.8	1.8	15.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	114	100.0	42.3	38.5	17.3	1.9	19.2	15.5
Disabled	11	100.0	84.6	15.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	125	100.0	47.0	35.9	15.4	1.7	17.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	125	100.0	47.0	35.9	15.4	1.7	17.1	15.5
Socio-Economic Status								
Subsidized meals	115	100.0	49.5	36.0	13.5	0.9	14.4	15.5
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	48	N/A	70.8	20.8	8.3	N/A	8.3
	Grade 4	28	N/A	35.7	53.6	10.7	N/A	10.7
	Grade 5	22	N/A	33.3	61.9	4.8	N/A	4.8
	Grade 6	28	N/A	48.1	40.7	11.1	N/A	11.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	36.7	46.7	16.7	N/A	16.7
	Grade 4	42	100.0	63.2	23.7	13.2	N/A	13.2
	Grade 5	28	100.0	63.0	33.3	3.7	N/A	3.7
	Grade 6	24	100.0	45.5	45.5	9.1	N/A	9.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	48	N/A	75.0	22.9	2.1	N/A	2.1
	Grade 4	28	N/A	42.9	39.3	17.9	N/A	17.9
	Grade 5	22	N/A	38.1	57.1	4.8	N/A	4.8
	Grade 6	28	N/A	55.6	37.0	7.4	N/A	7.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	43.3	46.7	10.0	N/A	10.0
	Grade 4	42	100.0	55.3	34.2	7.9	2.6	10.5
	Grade 5	28	100.0	66.7	18.5	14.8	N/A	14.8
	Grade 6	24	100.0	13.6	45.5	36.4	4.5	40.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 235)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 3.3%	2.5%	2.4%
Attendance rate	93.8%	Down from 95.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.8%	Down from 6.8%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.5%	Up from 3.7%	8.3%	8.0%
Older than usual for grade	0.4%	Down from 0.9%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	38.9%	Up from 25.0%	46.9%	50.0%
Continuing contract teachers	55.6%	Up from 55.0%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.3%	Down from 76.0%	80.2%	86.2%
Teacher attendance rate	93.1%	Up from 91.8%	95.1%	95.3%
Average teacher salary	\$34,502	Up 4.4%	\$38,505	\$39,909
Prof. development days/teacher	20.9 days	Up from 14.7 days	13.0 days	11.4 days

School				
Principal's years at school	1.0	Down from 15.0	3.0	4.0
Student-teacher ratio	N/R	N/R	17.1 to 1	18.9 to 1
Prime instructional time	83.4%	Down from 83.6%	88.6%	89.7%
Dollars spent per pupil*	\$8,559	Up 18.9%	\$6,769	\$5,892
Percent spent on teacher salaries*	54.1%	Up from 54.0%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Rosenwald/St. David's Elementary School is to develop responsible, confident, lifelong learners by providing educational experiences in cooperation with home and community which emphasize critical and creative thinking and foster dignity and respect for everyone. This mission prepares our staff to promote excellence and expect success from our students.

Rosenwald/St. David's is a Title I school that uses funds to promote and enhance skills in language arts and mathematics across the curriculum. Our students were exposed to several instructional practices such as Four Blocks, Building Blocks, Reading Recovery, Accelerated Reader, Problem Solvers, and Working on the Work (WOW).

Our professional staff was involved in professional development workshops and activities throughout the year. Staff development was provided in Balanced Literacy, Running Records, Math Standards Activities, and Reading Inventories.

We are proud of our students and their outstanding behavior during the past school year. Student discipline referrals decreased by nearly 50% this past school year. Our students enjoyed the behavioral incentives that our school offered such as Terrific Kids and School-wide behavioral trips. Great behavior is a characteristic of sound and consistent instruction, and our staff truly represents this well.

Our parental and community support has been truly exceptional. Business partners have donated their time and finances to helping provide great incentives for our students. Newsletters are sent home weekly and monthly to provide current and up-to-date happenings of our school. PTO, School Improvement Council and other school activities were provided to encourage active participation from stakeholders.

Rosenwald/St. David's Elementary School is dedicated to enhancing and promoting the lives of all our students in our school. We plan to continue this tradition of excellence by holding true to our school motto: "If better is possible, then good is just not enough!"

Sam Whack, Jr., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.